

Sensory and Movement breaks

(duration is 3-5 minute maximum)

When a sensory or movement break is given to a student. Record the following information to monitor if you are selecting appropriate activities.

Use a bar graph and record after each activity.

Number graph cross ways and 1-7 and code

according to high lights. Be sure to date. This should go in student books with data.

- 1. **D**ecreased energy level / **I**ncreased energy level
- 2. **O**ver-stimulated/**u**nder stimulated
- 3. **M**ore organized and focused/ **l**ess organized and focused
- 4. **I**ncreased attention/**d**ecreased attention
- 5. **I**ncrease of self -stimulatory behaviors/**d**ecrease of self- stimulatory behaviors
- 6. **I**mproved Work effort/**D**ecrease work effort
- 7. **I**mproved quality of work/**d**ecreased quality of work

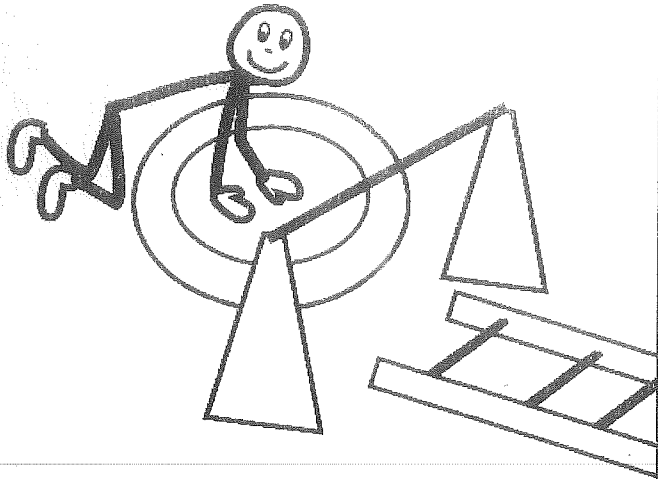
1. Bins filled with textures for hands/feet
Rice, beans, bubbles, sand, orbie beads, lotion, exfoliating gel, etc
2. Cotton
3. Tissue paper for ripping
4. Rug hook
5. Elastic loom
6. Loofah with handle
7. Rolling balls on rope
8. Nail brush
9. Sensory brush
10. Vibrating toys
11. Squishy balls
12. Flashlights
13. Tops
14. Spinning toys
15. Whistles and horns
16. Music

17. Balloons
18. Packing bubble wrap
19. Packing popcorn
20. Paint brush and feathers for touch
21. Fabric swatches with different textures
22. Deep pressure massage
23. Cornstarch
24. Sand paper
25. Rocks on a board
26. Objects in a container with various textures
27. Smelling candles, perfumes, coffee beans, spices
28. Tasting various flavors or textures
29. Vestibular motions such as spinning, jumping, bouncing, pushing, pulling, carrying weighted objects,.
30. Water play

Movement Break – The same times every day:

1. Self hugs 10x
2. Wall pushups 10x
3. Jumping jacks 20x
4. Animal walks or scooter board down hall and back
5. Theraputty and Deep breathing 3x (smell the flowers, blow the candles)

move 'n do circuits



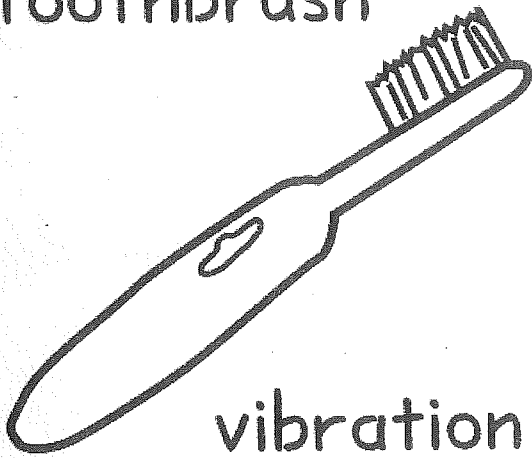
STICKIDS

movement break



STICKIDS

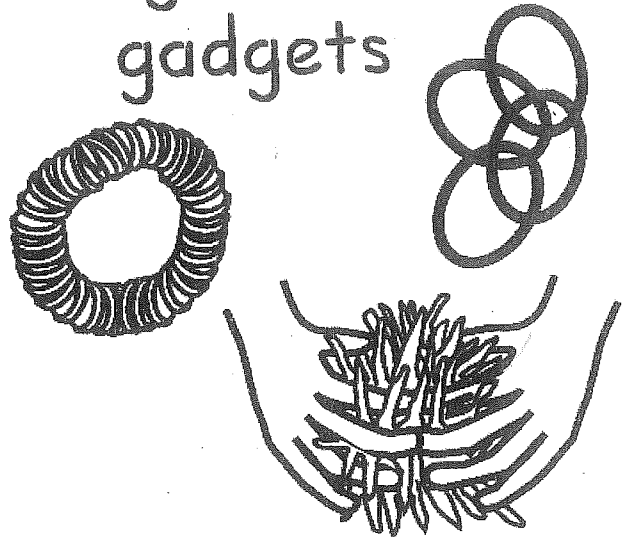
electric
toothbrush



vibration

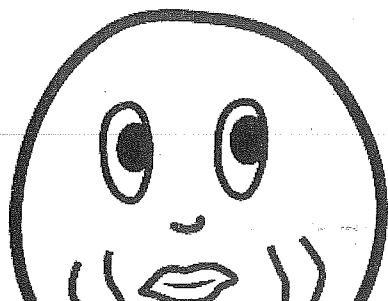
STICKIDS

finger 'n hand
gadgets



STICKIDS

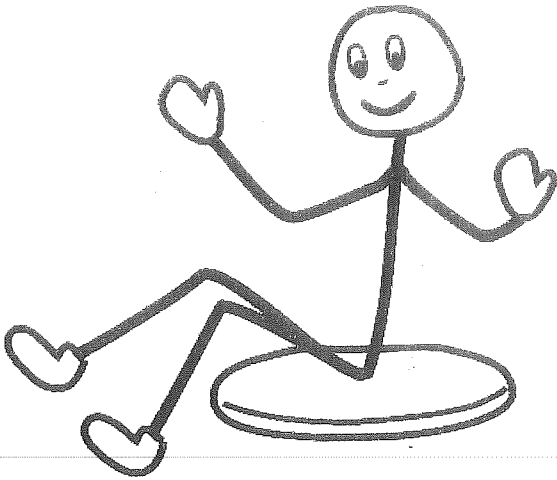
crunchy chewy
snacks



bouncy action
songs

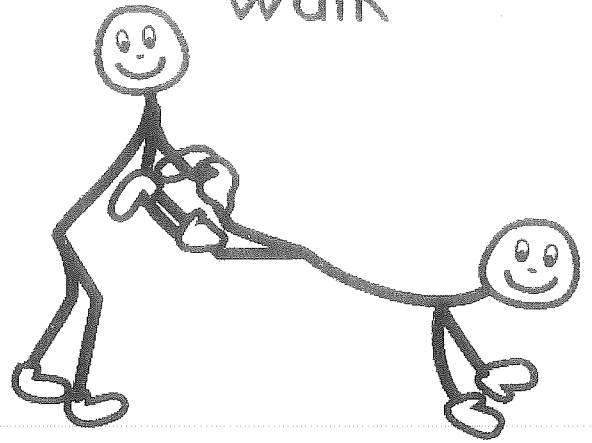


air cushion



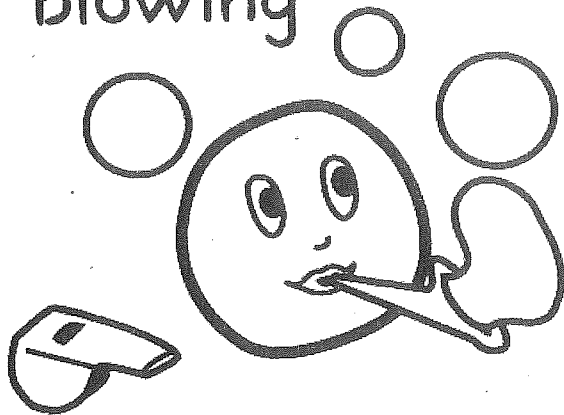
STICKIDS

wheel barrow
walk



STICKIDS

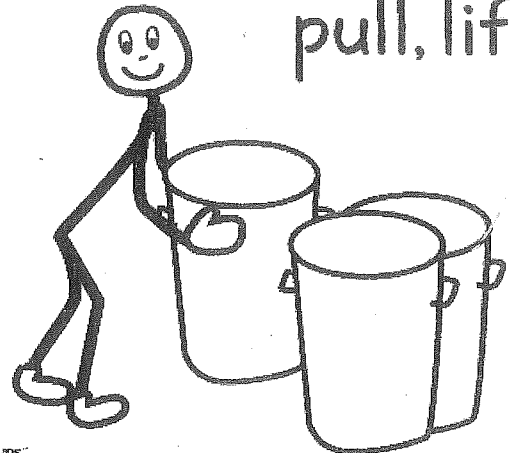
"blowing"



bubbles, whistle,
recorder

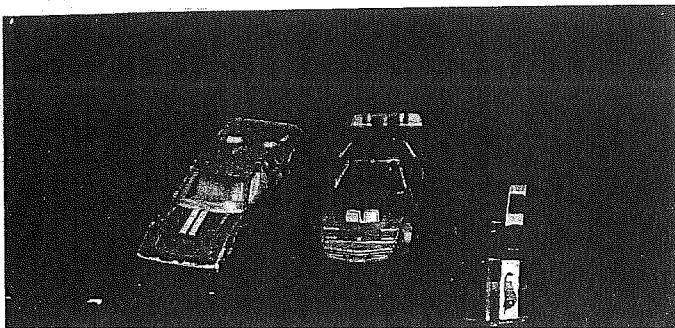
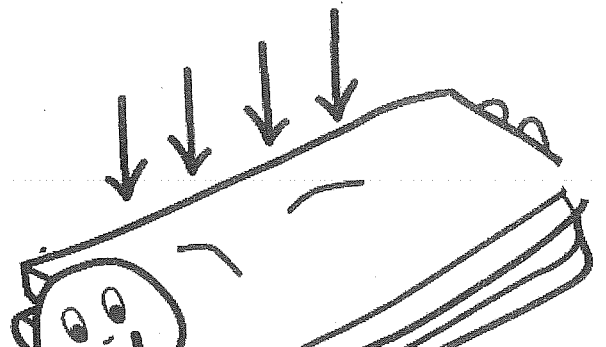
STICKIDS

brief heavy
chores 'n push,
pull, lift

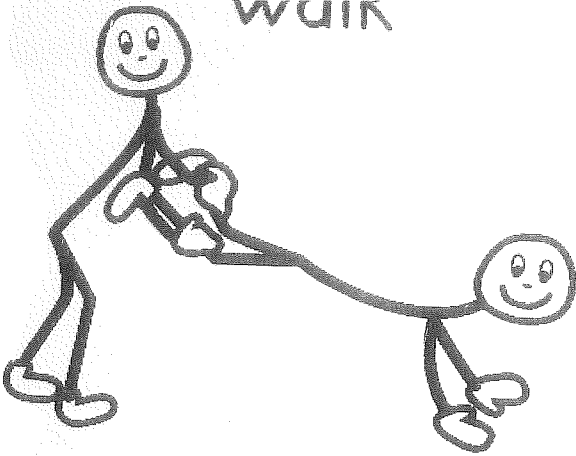


STICKIDS

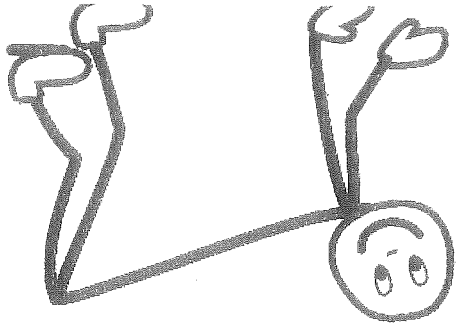
hot dog mat press



WALK

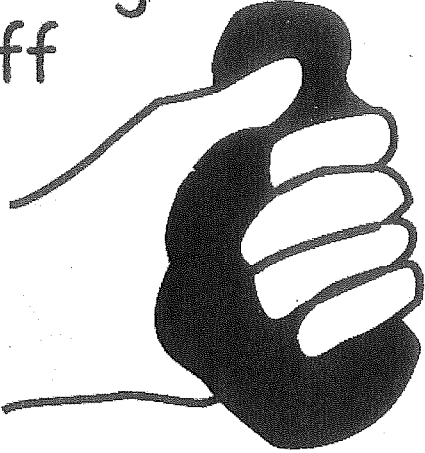


STICKIDS

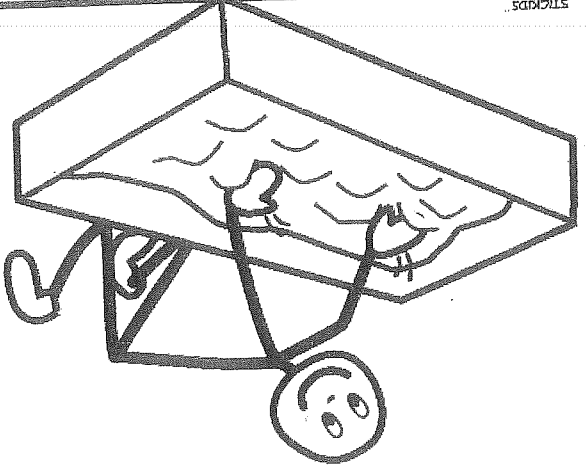


sticky bear
pushup

theraputty or
playdough
stuff



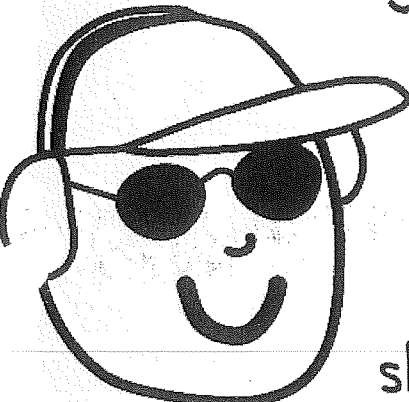
STICKIDS



goopy play

STICKIDS

it's all too loud,
bright 'n
busy



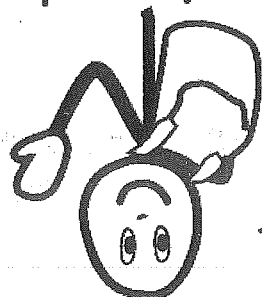
Try
hat?
shades?
ear set?

STICKIDS

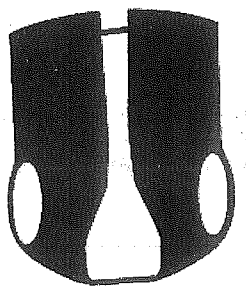
pillow
lap



backpack



vest



heavy weight

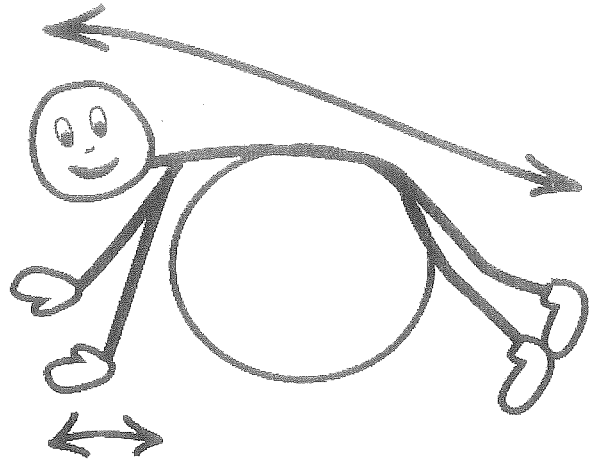
STICKIDS

mini tramp
or tramp



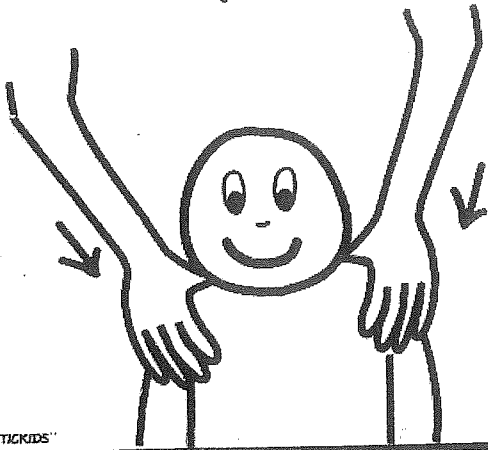
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belly on the ball

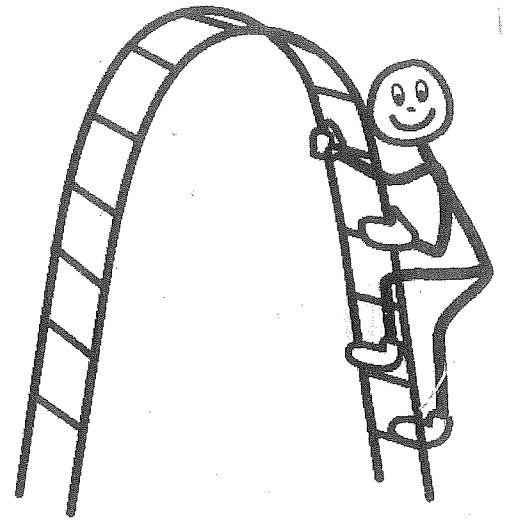


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gentle helper
squishes



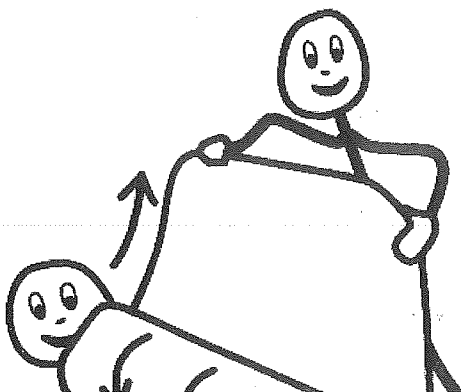
STICKIDS™



climbing

STICKIDS™

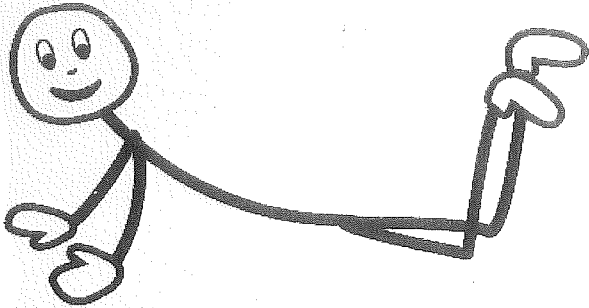
tortilla rollout



office duty
go for
a walk

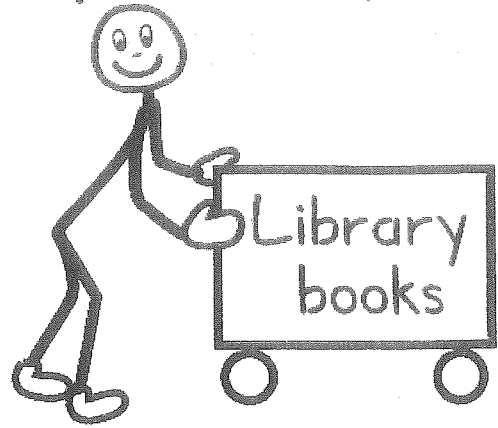


critter crawl



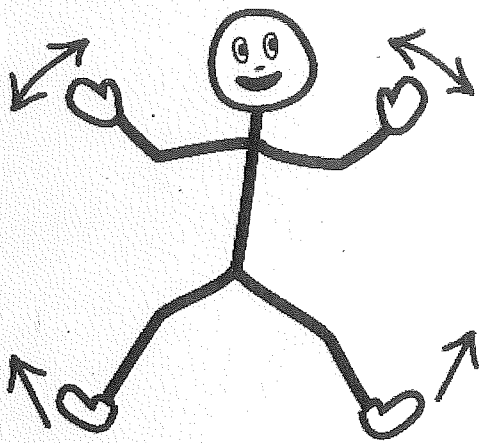
STICKIDS

heavy work
push 'n pull



STICKIDS

classroom
exercises



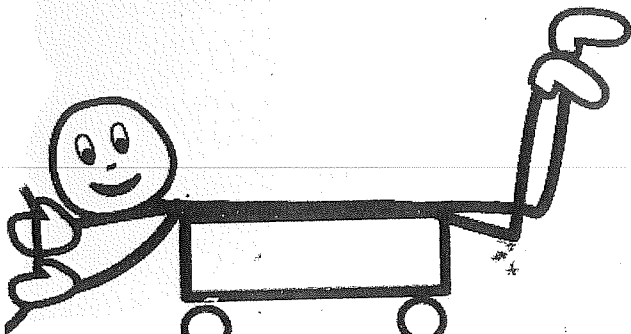
STICKIDS

jump 'n hop

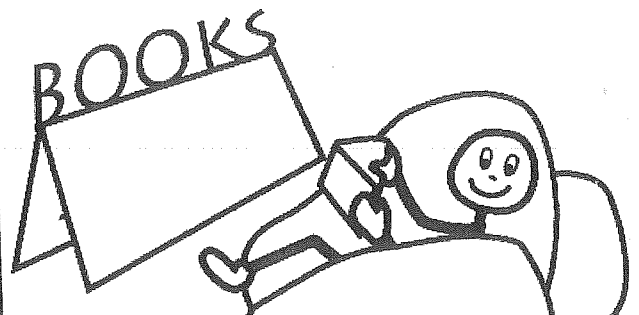


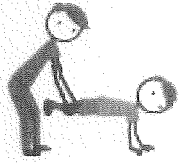
STICKIDS

scooter board
stuff



retreat...less
noisy, bright, busy





Wheelbarrow crawl



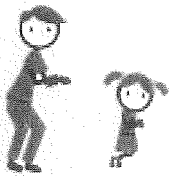
Log in place



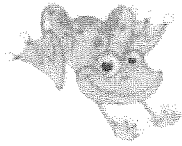
Bear crawl



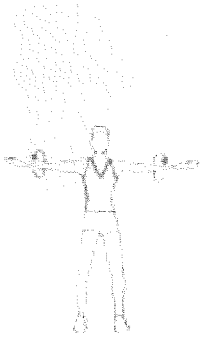
Crab walk



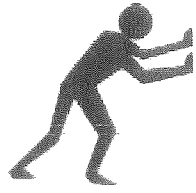
10 kangaroo hops



Leap frog x 10



15 Arm Circles



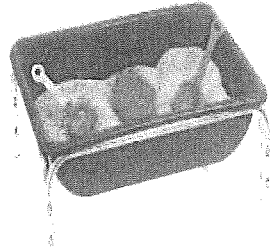
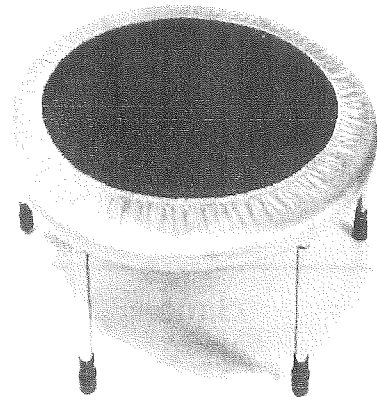
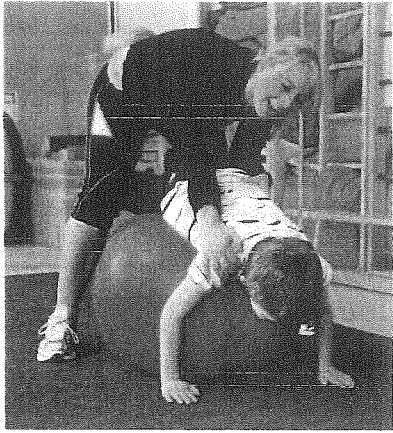
10 Wall Push Ups



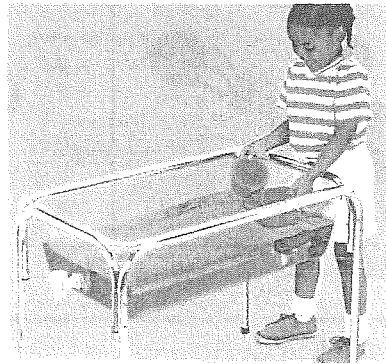
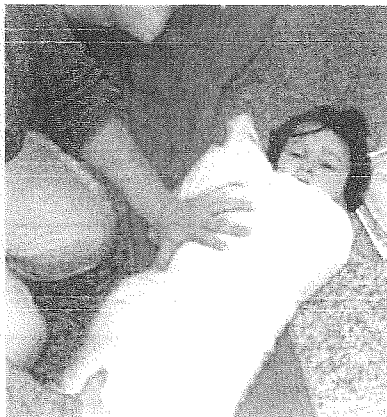
10 Sit Ups



3 Spins



A small toy wagon or cart.



Monday

Tuesday

Wednesday

Thursday

Friday

| | | | | |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Time: Response: Initial: | Time: Response: Initial: | Time: Response: Initial: | Time: Response: Initial: | Time: Response: Initial: |
| Time: Response: Initial: | Time: Response: Initial: | Time: Response: Initial: | Time: Response: Initial: | Time: Response: Initial: |
| Time: Response: Initial: | Time: Response: Initial: | Time: Response: Initial: | Time: Response: Initial: | Time: Response: Initial: |

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| Time: Response: Initial: | Time: Response: Initial: | Time: Response: Initial: | Time: Response: Initial: | Time: Response: Initial: |

RESPONSE:

- | | |
|---|--|
| 1. Decreased arousal level/energy level | 6. Increased/decreased visual attention to task |
| 2. Over stimulated | 7. Increased/decreased self stimulatory behavior |
| 3. More organized and focused | 8. Improved transitions |
| 4. Increased distractibility | |
| 5. Increased/decreased vocalizations/verbalizations | |

Comments:

Recommendations and Strategies:

- **Frequent movement breaks and Sensory Integration –**
Approximately every 20 minutes for 2-3 minutes. Ex. Jumping Jacks, running in place, push-ups, sit ups, bouncing on a ball, obstacle course, trampoline, up and down stairs, scooter using arms, crawling, pushing and pulling activities, bending, dancing, yoga. Required not earned. Get the body ready to work. Sensory includes all the senses. Feed them all!
- Student can stand, student can sit. Allow fidgeting. Allow movement when working. Eye contact and stillness are not a requirement.
- Allow touchy and feely toys at the desk. Fill the day with lots of hands on manipulatives and touchy feely activities. These are not breaks or reinforcements. These are part of the treatment.

Reinforcement

- Reinforce frequently- every 60 seconds to start. Use tokens paired with verbal. With each 3 days of success extend work requirement prior to reinforcement by 15 seconds. Verbal can be more frequent than tokens. Goal 20 minutes to token reinforcement. Verbal praise should never fade beyond 5 minutes. This means use must deliver one positive statement every 5 minutes regardless of the work requirement to earn a token. (Do not change current work requirement prior to BCBA or Case Manger review of data) Reinforcement should never exceed 5 minutes. 2-3 is the norm.
- Use a timer during reinforcement to help transition the learner. A stop watch can be used during work time, but not required.
- We earn for effort and cooperation, not work quality or quantity. Make the reinforcement easy to earn so the learner buys into the plan.
- Rules should be the TO Do's . Focus on the behaviors you want to see., Ignore the low level undesired behaviors. Stop talking about the wrongs or discussing what you do not want to see. Students need to hear what to do over and over and over. Do not reinforce behaviors you do not want to see. Rules should be simple and visible at all times. Pictures recommended with younger kids. Ex. I try my best I say nice things, I follow instructions. Make these rules attainable so student learns success. Lead them to success and earning the reinforcement.

Expectations

Lower your requirements to allow for success. It is important to ease up, before you move up.

Set simple, attainable goals.

Watch for what we want to see, not for what we do not want to see

Take data on **redirection- when given a verbal cue, to fix a behavior, or do something else**, does the learner stop the inappropriate behavior, does the learner fix the error ? If so, mark on the frequency tally sheet. This is very important information. Monitor improvement and listening. Ex. Student has the book out. You state, **BOOKS ARE IN THE DESK NOW** and student complies !

Visual Cues

- Use a picture schedule. Use an IF, then. First I work, then I play.
-

Self – Monitor

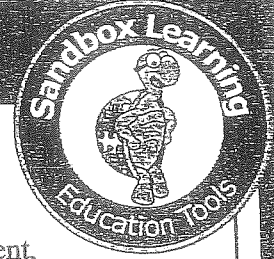
- Have learner keep track of good things they do . Have students start looking for and being responsible for their individual growth. I get a check when I say something nice. Help a friend etc.

Teach a Skill deficient

- Behaviors don't improve unless we teach new skills. What skills are missing? Why is this child acting out? Teach them to do it. Teach them to say it. Teach them to wait. Teach them to share.

Manipulate the environment-

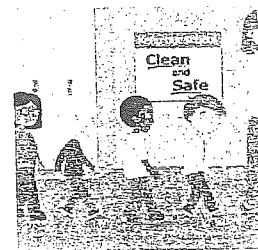
- Is there a trigger? Change the schedule. Change seating. Change the order of work. Change seats. Change room set up. Is it how you state it? Is it how you react. Examine yourself, staff, and room. These can be your problems and solutions.
-



Strategies for Staying Focused

During certain times of the year such as before summer or holiday breaks, excitement, routine changes, and thoughts of future events can make focusing on school work and remembering rules and routines a challenge. This article includes strategies for staying on track during an exciting time of the year.

- 1. Keep as Consistent a Schedule as Possible** – Many children depend on a consistent schedule for staying on task. Schools often have events before breaks such as assemblies, field days, or exams, and many children find these schedule changes difficult. Minimize stress and anxiety by altering the schedule as little as possible. Continue with scheduled lessons and regular individual and group instruction so children understand that expectations for learning and behavior are still in place.
- 2. Use Exciting Events for Educational Activities** – Trips, activities, and new visitors are exciting events in children's lives. These experiences are opportunities for literacy, communication, and art activities. Have children write about, draw, or discuss their upcoming plans. Sharing these events is a way to think about them, communicate their experiences with peers, and practice writing skills.
- 3. Develop Positive Strategies for Using Excess Energy** – Schedule changes and special events can be exciting for children. Provide opportunities for using physical energy such as stress balls, trampolines, or walks so children can positively focus their energy. Let children know energy is a natural response and provide them with good ways to focus their energy.
- 4. Plan** – Prepare for downtime before breaks. Although new concepts and skills often are not introduced before breaks, continuing instruction is critical. Schools frequently have assemblies and other activities planned that are fun, but involve short downtimes and breaks in the school schedule. Have a number of literacy activities, art lessons, and games with academic concepts accessible for unexpected downtimes.
- 5. Use Visuals as Reminders** – Use visual reminders such as pictures or words to reinforce school and classroom rules. Reviewing the rules reminds children the rules are in place for the duration of the year. If the daily schedule changes, highlight events such as a big test, therapy schedule changes, or art, music, or physical education class ending. For classrooms that discuss the calendar and daily schedule in the morning, be sure to discuss changes and expectations for schedule changes at this time, then remind children as the schedule change approaches.
- 6. Keep the Physical Environment as Consistent as Possible** – Professionals often move materials and furniture before breaks. Although this is efficient for school staff, changes to the environment may indicate to children that learning time is over. Be sure to minimize changes especially when rules and instructional concepts are posted or when the physical environment is something children depend on for knowing where to be during certain activities.



From *School Rules*

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